REPORT RESUMES

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THE TEACHER-STUDENT RELATIONSHIP, A STUDY OF COMMUNITY EXPECTATIONS.

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THE FOCUS OF THIS STUDY WAS TO DETERMINE THE ROLE OF THE TEACHER IN THE PUBLIC SCHOOL SYSTEM AND IN COMMUNITY LIFE. THE OBJECTIVES WERE TO IDENTIFY THE TEACHER'S ROLE AS HE SEES IT AND AS IT IS SEEN BY OTHER KINDS OF PEOPLE HAVING A SPECIAL INTEREST IN PUBLIC EDUCATION, AND TO DISCOVER AND ANALYZE THE CONFLICTS AND THE AGREEMENTS AMONG PUBLIC SCHOOL TEACHERS WITH RESPECT TO THE ROLE TO BE PERFORMED BY THE TEACHER BOTH IN AND OUT OF SCHOOL. INFORMATION WAS GATHERED FROM APPROXIMATELY 3,000 PERSONS - TEACHERS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, STUDENTS, OTHER ADULT COMMUNITY RESIDENTS AND TEACHER TRAINERS - FROM PENNSYLVANIA SCHOOL-COMMUNITIES. THESE PEOPLE WERE ASKED TO GIVE THEIR OPINIONS AND BELIEFS CONCERNING THE ROLE OF THE TEACHER IN THE CLASSROOM AND IN RELATION WITH STUDENTS OTHER THAN IN THE CLASSROOM. DUE TO THE VAST COMPLEXITY OF THE ROLE OF A TEACHER, THIS STUDY REPORTED ONLY ON THE CONSENSUS AMONG RELATED GROUPS IN DEFINING THE TEACHER'S ROLE IN RELATION TO STUDENTS. IT WAS CONCLUDED THAT NONE OF THE GROUPS AGREED ON THE DEFINITION FOR THE TEACHER'S ROLE FOR BOTH THE EXTRA-CLASS OR IN-CLASS SECTORS. (AH)

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THE TEACHER-STUDENT RELATIONSHIP

A STUDY OF COMMUNITY EXPECTATIONS

by

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To the Reader

The subject of this report is the teacher-student relationship. Perhaps no other pair aside from those associated with the family has caught and held the attention of the American public over a longer period of time. The teacher and the student symbolize for many the way to realizing the best of what our society has to offer.

We wish to acknowledge the support of the Office of Education in the Department of Health, Education and Welfare, and the Commonwealth of Pennsylvania through the Agricultural Experiment Station.

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Digest

The focus of this study was to determine the extent to which there is consensus among several selected groupings on a role definition for the public school teacher. An interest in this problem stems from evidence found in recent sociological studies indicating that it is difficult to find consensus on the rights and duties of individuals occupying a particular place in society. Are highly institutionalized roles, such as the teacher's, exceptions? This report is an attempt to answer this question.

Morê explicitly this study dealt with the following questions: To what extent is there agreement among local school-community groupings on a role definition for the teacher? To what extent is there agreement among teacher trainers, teachers, and community members on a definition for the teacher's role? To what extent do size of school and situational definition influence consensus on the teacher's role definition?

In an attempt to answer the above questions data were gathered from 2674 respondents selected from 66 Pennsylvania school-communities and 202 teacher trainers selected from 18 state-aided colleges and universities. All respondents were interviewed during 1957. The respondents were classified into six categories: teachers, school administrators, school board members, students, other adult community residents, and teacher trainers.

Respondents were asked to give their opinions and beliefs concerning the role of the teacher (1) in the classroom and (2) in relations with students other than in the classroom. Answers to each part of this

question were classified into seven categories representing different areas of expectations.

For each of the respondent groupings counts were made of the number of individuals giving an answer classified under each of the seven response categories. The information resulting from this cross-classification provided the basis for analysis.

The most significant findings can be generalized as follows:

1. There was a lack of consensus among school-community groupings on most aspects of the teacher's role.
2. There was a lack of consensus among teacher trainers, teachers, and community members on most aspects of the teacher's role.
3. Size of school was not found to be related to degree of consensus among the selected groupings.
4. For the most part less consensus existed on the in-class definition than on the extra-class definition of the teacher's role.
5. It was observed that the greatest difference among the selected groupings was between the teacher trainers and all others. This was found to be the case for both the in-class and extra-class definitions of the teacher's role.
6. It was found that generally the teacher's definition of his role was a compromise between the definitions given by teacher trainers and community members. The compromise, however, tended to be closer to the community members' position.
7. Although it was found that the selected groupings defined the in-class and extra-class role differently, it was also observed that some of the specific in-class functions were carried over

to the extra-class definition. For instance there was considerable concern expressed for methods and techniques for the teacher's extra-class role.

As a result of these findings it is proposed that we should proceed with caution in defining the teacher's role. It appears that a generalized image of a set of rights and obligations for the teacher does not exist. At this stage of investigation it would seem that the role can be defined only within the limits of several specifications. These are: with whom the teacher is interacting; who is defining the role; and in what situational context is the action taking place.

THE PROBLEM

The public school teacher has historically been an occupational position open to public criticism and comment. This probably can best be explained in terms of the teacher-student relationship. The teacher has constant opportunities to implant and cultivate values, beliefs, and attitudes within pliable young minds. Because young people are thought to be the bulwark of the future and because the teacher is believed to have a great deal of influence over them, and derivatively over the future of society, his role is crucial to the continuance and well being of society.[1]

The public is made up of a variety of interests that to some extent are concerned with the teacher's role. In this regard Robin Williams has observed that:

> "Upon them (teachers) impinge, not just the needs and demands of the pupils, but the expectations and evaluations of other teachers, of administrative superiors, of parents, of other individuals and groupings in the wider community."[2]

The concerns of relevant groupings for the teacher's role are probably not the same. To determine how and to what extent role definitions given for the teacher by several particularly relevant groupings diverge was the general focus of the study.[3] More explicitly this study was an attempt to answer the following questions: To what extent is there disagreement among local school-community groupings on the definition of the teacher's role? To what extent is there disagreement among teacher trainers, teachers, and community members on the definition of the teacher's role?

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[1] The concept, role, as it is to be used in this study will be defined as a set of behavioral expectations applied to an individual or a group of individuals who occupy a particular position in society. This is not to include the enactment of the set of expectations as perceived by the occupant, which is the way Ralph Linton used the term, role. The "dynamic aspect" of a position will be termed role behavior in this study.

For a detailed discussion of how dissimilar frames of reference may influence role definitions see: Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: The Free Press, 1957), p. 370.

[2] Robin Williams, Jr., American Society (New York: Alfred A. Knopf, 1957), p. 271

Consensus on Role Expectations - Theoretical Framework

In making a statement regarding role theory it is first necessary to identify significant components of the theory. These are "That individuals (1) in social situations (2) behave (3) with reference to expectations."[4] Role theory is concerned with the manner in which an individual occupying a position in a system of social relationships behaves according to the expectations held for that position by others interacting with the occupant of that position.[5]

From the sociologist's point of view human interaction is seen as occurring within social systems. In order for social systems to function efficiently, with a minimum of stress, a substantial degree of agreement must exist among incumbents of reciprocally related positions in regard to the role associated with each particular position within the system. "The essence of any social situation lies in the mutual expectations of the participants.--In this sense almost every situation is socially defined.[6] Agreement on patterns of behavioral expectations give the social system stability. "Without some rough predictability as to what other people will do under given circumstances there could be no continuing human associations, no adjustment, no co-operation."[7]

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[3] This study will not be concerned with the teacher's role in its entirety, but only that segment concerned with the teacher-student relationships. Any reference to the role of the teacher shall refer only to the teacher's relationship with his students.

[4] Gross, Mason & McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, Inc., 1958), p. 16.

[5] The term "Position" as used in this study will refer to an individual's or a grouping of individuals' location in the structure of a social system.

These remarks suggest that substantial agreement must exist on role expectations among reciprocally related positional incumbents for a social system to function adequately.[8] This is probably the case. However, a problem arises in interpreting the meaning of substantial agreement. Does this mean high, relatively complete consensus or some lower degree of agreement? The theorists quoted above emphasized the need for agreement on positional roles. On the other hand, Merton and Gross tend to take an opposing position. At least they stressed the possibility of disagreement existing on role expectations rather than the necessity of agreement.

It is improbable that complete consensus on the role of a particular positional occupant would ever exist among other members of the system. This is so because occupants of different positions in a social system have varied backgrounds, reference groups, values and beliefs that produce different frames of reference from which to evaluate the role of a particular position. This results in somewhat varied perceptions and definitions of a particular role among related positional occupants. Merton proposes that the basic source of disagreement among role partners (related positional occupants) is that they are located differently in the social structure, and as a result have different values and moral expectations. He illustrates this with the following example:

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[6] Kingsley Davis, Human Society (New York: The MacMillan Company, 1955) p. 87.

[7] Williams, op. cit., p. 21.

[8] Linton seems to take this position in "The Study of Man" and these assertions are probably at least partially a result of his influence.

> "The fact, for example, that the members of a school board are often in social and economic strata quite different from that of the teacher will mean that, in certain respects, their values and expectations differ from that of the teacher. The individual teacher may thus be readily subject to conflicting role expectations among his professional colleagues and among the influential members of the school board and at times, derivatively, of the superintendent of schools. What is an educational frill for the one may be judged as an essential of education by the other. These disparate and inconsistent evaluations complicate the task of coming to terms with them all." [9]

The work of Gross and his associates on consensus between school superintendents and school board members on the definition of the school board member's role supports this.[10]

The Teacher-Student Positional Sector

The role of individuals filling a particular position can be segmented on several analytical levels.[11] One of these is based on the focal-counter position relationship and is called a positional sector.[12] This emphasizes a positional incumbent's role as it relates to each of the other positional incumbents with whom he interacts. This study was concerned with one positional sector of the teacher's role of which the teacher is the focal position and the student the counter position.

In order to be more specific with respect to what positional groupings should be considered it becomes necessary to outline the structure of the social situation within which the teacher performs.

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[9] Merton, op. cit., pp. 371-379.

[10] Gross and others, op. cit., Chapts. VIII, IX, and X.

[11] The focal-counter relationship is considered at this level. A level of greater specificity, situational contexts in which focal counter relationships occur, is considered at, what is felt to be a logically more appropriate, later stage of the theoretical development.

[12] This term taken from Gross and others, op. cit., p. 62 and diagram on p. 52.

Education as a Social Institution

It is from within the institutional setting of education that definitions of the teacher's role evolve. What then is the substance of this institution?

Education can be defined in a broad sense to be the totality of human learning. It would include not only formal education but all other influences operating on the individual. Institutions can be defined simply as patterns of folkways, norms, and laws built around a particular societal function. Thus, as a social institution, education consists of the totality of human learning and the normative patterns that have become fixed around it.

The institution of education transmits and extends the culture of a society. Further, it prepares individuals with the social and technical skills necessary for survival. In societies less complex and more stable than American society, education can function in a simplified, informal form. However, a complex and dynamic society cannot depend on simple means to transmit the huge cultural heritage that marks its very essence. Nor are simple means sufficient to teach individuals the variety of social and technical skills needed for living in such a society. Instead the means are for the most part structured in a formalized, complex system that functions specifically to meet perceived educational needs and objectives. Although the institution of education encompasses the informal means of learning as well as the formalized school system, we are concerned only with the latter in this report.

The major vehicle of formal education in our society is the public school system. It is the social system within which the majority of teachers perform their professional role. For this study it was decided that three related systems form the basic structural framework within which consensus on the teacher's role should be considered. These are the community, the public school, and the colleges and universities training teachers.

From these social systems relevant positional groupings were selected for study. The school positions selected were administrator, teacher, and student. The community positions used were adult citizen and school board member. The sixth position considered was the teacher trainer.

The problem was viewed as existing at two levels with regard to the relevant social systems mentioned: first, to what extent do people within the combined school-community system differ on a definition of the teacher's role and secondly, to what extent do teacher trainers differ from the school-community on the definition of the teacher's role.

The selection of the previously mentioned systems and positions were chosen as the most relevant because of their involvement and probable concern with the teacher-student relationship as discerned from an analysis of the structure of the public school organizations. At this point it is necessary to briefly describe the interrelationships that exist in this organizational structure.

The School-Community Complex

Sociologically the school is considered a sub-system of the community. The reason for this is that in our society the school is thought of as belonging to and operated by the local public. To a large extent the local public determines what the school facilities are to be and for the most part pays for these with local funds. It also elects representatives to a board of education which develops and directs the operational policy of the school. Therefore, we not only have interest in the teacher's role within the school system itself but also on the part of the local public and its elected policy makers. Because these local groupings probably have different orientations toward the school, they may tend to define the teacher's role differently. More specifically, therefore, in what relevant ways are the frames of reference held by the five school-community groupings (as previously specified) likely to be different?

Differences Among School-Community Groupings[13]

Teachers

The teacher, being the focal position toward which the expectations apply, probably tends to emphasize those aspects of his role that are perceived by him to be pertinent to his basic function, which is to have his students learn. It seems likely that the teacher places more emphasis on the mechanics of his role enactment (methods and techniques of enhancing the learning situation) than do the other groupings. Also it seems logical that the teacher might emphasize to a lesser extent his obligations to the students, and correspondingly emphasize his rights.[14]

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[13] A debt is acknowledged to Brookover in regard to many insights and ideas included under this heading: A Sociology of Education (New York: American Book Company, 1955), pt. IV.

[14] By teacher's obligations it is meant those aspects of his role enactment that the students have a right to expect (their rights are his obligations). Correspondingly the teacher's rights are those aspects of student behavior that the teacher has a right to expect in their relationship. For instance, it is an obligation of the teacher to see that the student's health is not endangered in the classroom. Correspondingly, it is conceived to be the teacher's right to have attention on the part of the students when he is talking.

The teacher's frame of reference also probably differs from the others due to the very nature of his background and specialized professional training and in that he may not consider himself a permanent resident. In this sense the teacher is likely to perceive the functions of his position in terms of more than just the interests of the local community.

The teacher's definition of his role is also influenced by the reference group with which he may identify. Because one of his greatest chances for vertical mobility is to become a school administrator, it is quite likely that this positional grouping is an important referant for teachers. The fact that the teacher is subordinate to the administrator in the formal power structure of the school is an additional factor that might influence the teacher to refer to the administrator's expectations in defining his own role.

Administrators

The position of school administrator can be likened to that of a manager. He oversees the direct operation of the school system and is responsible for its efficient performance as judged by a board of policy makers (school board). The administrator sees that the policy of the board of directors is carried out in the operation of the school with a minimum of stress and conflict. A specific responsibility in this regard is that of arbitrating differences that may develop between the policy makers and the teachers. In this sense teachers look to administrators to represent their interests in relation to the school board. Because of his unique position in the school system, resulting in the dilemna of representing two possibly conflicting sets of interests, the administrator's frame of reference is quite likely to be unique. Because he is held responsible for the efficient functioning of the school system, the administrator is likely to emphasize to a greater extent than other positional groupings, those aspects of the teacher-student relationship which have a direct bearing on maintaining an orderly functioning of the system.

On the other hand, because the administrator has in all probability risen from the teaching ranks, he very likely retains some "classroom" values regarding the role of the teacher. It would be unlikely, however, that the school administrator would significantly deviate from a point of view which would tend to support his role as administrator.

School-Board Members

School board members are elected by the community to formulate policy for the operation of the school. Because school board members are usually selected from the leaders in the community, they probably have similar frames of reference as the community leaders in general. However, the fact that they are dependent on a majority of the citizens' vote for their tenure of office suggests an orientation toward their constituents. However, these two observations, that school board members are probably basically oriented toward the local-leader clique and that they are oriented toward their constituents as a whole, need not result in a conflicting situation. Community leaders are the probable opinion-setters for the majority of local citizens.

Local Citizens

The local adult citizens for the most part are, were, or will be parents of the school's students. Therefore, it is likely that the greatest single factor influencing their perception of the teacher's role is concern for their children. This probably results in the reflection of a strong emphasis on the teacher's obligations to the students in their expectations.

Because the citizens can be viewed as the grouping most isolated from the actual mechanics of the teacher's role enactment, it is reasonable to assume that they are the least informed on teaching methods and techniques. It is probable that this results in little emphasis on these in defining the teacher's role.

Students

The students being the counter position, the recipient of the teacher's behavior for which expectations are being defined, probably emphasize the teacher's obligation toward them. Correspondingly, they may tend to minimize the teacher's rights in the relationship, especially in regard to discipline.

The power of the peer group as a referant for the student is undoubtedly an important factor operating to make his perception of the teacher's role unique among the relevant positional groupings. It is expected, however, that to some extent his parents' values and beliefs influence his perception. It is also possible that because of his frequent interaction with teachers, the student internalizes some of their expectations.

The Professional Definition

Teacher Trainers

Before a teacher assumes a position in a local school and community he must undergo a period of specialized training. This takes place in a separate system, that of a college or university. In this setting, prospective teachers are given training in their specialized fields of subject matter, methods and techniques, and also in the general aims and procedures of education. It is the function of teacher trainers to indoctrinate prospective teachers with the patterns of values and behavioral expectations built around the public school organization and as previously indicated these may be at variance with the local culture.[15/]

The teacher trainers' perception of the teacher's role is likely to be based on the needs of the broader culture, and it can be assumed that their definition for the teacher reflects this orientation.[16/] In this same sense the definition given by local community members is probably more limited and therefore at variance with the more cosmopolitan point of view of the teacher trainers.

Robin Williams has observed that as a result of these two particularly divergent sets of expectations focused on the teacher, what is taught by the teacher will be a compromise between the local influences and the professional and personal inclinations of the teacher.[17/] If this

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[15/] Previously the validity of Linton's assertion that a high degree of general agreement exists among members of a society on behavioral expectations held for a locational position was questioned; however, his assertion that institutionalized patterns of expectations exist in regard to locational positions for the purpose of training individuals to fill these positions is accepted. It is assumed that for the position of the public school teacher the teacher trainers as a group act as repository and disseminator of these institutionalized patterns of expectations, and that their definition of the teacher's role reflects these patterns: Ralph Linton, The Study of Man (New York: Appleton-Century-Crofts, Inc., 1936), p. 99.

[16/] As previously indicated the cosmopolitan orientation is assumed to be associated with professional expectations. This is not unlike the manner in which Brim used the concept of professional. This was that education can be considered a profession to the extent that the aims of the institution are set by the society at large and when the evaluation of the teacher's role is made in light of these aims: Orville G. Brim, Jr., Sociology and the Field of Education (New York: Russell Sage Foundation, 1958), pp. 45-46.

[17/] Williams, op. cit., p. 270.

proposition is valid, it is probable that the teacher's definition of his role is to some extent a compromise between the sets of expectations held for him by the teacher trainers and the local public.

Intervening Variables

Situationally Appropriate Definitions

It was previously stated that positional roles can be segmented into positional sectors. Furthermore, it is felt that positional sectors can be meaningfully segmented into situational sectors. These are specific situational contexts in which a focal-counter position relationship does or can take place.

In defining the role concept, several theorists have explicitly specified or implicitly inferred that positionally directed expectations are situationally appropriate. Gross observed that "in concrete interaction situations the expectations that one actor holds for a specific incumbent of a position are in part a function of his relational and situational specifications."[18/] Also, Sargeant stated that "a person's role is a pattern of behavior which seems situationally appropriate to him in terms of the demands and expectations of those in the group."[19/]

However, in the several studies analyzing a specific positional sector relationship the design did not take into consideration the

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[18/] Gross, op. cit., p. 59.

[19/] Ibid., p. 13 : in this same chapter (p. 11-17) Gross quotes other theorists who imply that positional expectations are situationally appropriate. To this same end see: Theodore R. Sarbin, "Role Theory" Handbook of Social Psychology, edited by Gardner Lindzey (Cambridge Massachusetts: Addison-Wesley-Publishing Company, Inc., 1954), Vol. I, pp. 224-225.

possible situational appropriateness of expectation.[20] Therefore, there is no basis on which to evaluate the proposition that role expectations are directed towards specific situational areas in which interaction does or could occur; however, it seems logical to expect that this assertion may be valid.

Assuming that expectations are situationally directed, and providing that particular situational sectors are perceived as different by members of the system, different expectations could be held for each. Maintaining these assumptions, it is proposed that the definitions given for the teacher's role differ for the in-class (in the classroom) and extra-class (other than in the classroom) situations.[21]

It is thought that the groupings' definitions of the extra-class situation differ from the in-class in that the expectations for the former are not as specific. In other words the expectations held for the teacher's extra-class relationship with the students are of a more general nature, approaching those held for the less differentiated adult-child relationship. It is felt, however, that the teacher's classroom role is to some extent partially retained in his role as an adult in relationships with students outside the classroom. As a result, it seems logical to propose that more consensus exists among the groupings for the more generalized extra-class sector than for the more functionally specific in-class sector of the teacher's role.

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[20] Examples of such studies would be Wilkening's examination of consensus between county agents and sponsoring committee members on the agent's role (R.S., 6-58) and Gross' examination of consensus between school administrators and school board members on the board members' role (Gross, op. cit.).

[21] Brookover, op. cit., p. 232.

Size of School

"The more frequently men interact with one another, the more nearly alike they become in the norms they hold, as they do in their sentiments and activities."[22] This conclusion of Homan's is particularly relevant for a study concerning consensus on a positional role related to the public school. It is assumed that for the small schools the interaction among interested individuals is more frequent, all inclusive, and less functionally differentiated than in the larger schools. To this extent it seems reasonable to assume that the smaller schools might be perceived by local citizens as a more integral part of the community, deserving of their interest and concern; whereas the larger schools, which are probably more bureaucratically organized and rationally oriented, remain detached to a greater degree from intimate involvement with other community systems. If this is so, then it could be expected that the degree of consensus existing on the teacher's role, among relevant groupings, is higher for the smaller schools than for the larger ones.

Statement of Hypotheses

The general hypothesis that will guide this study is that there will be a lack of consensus among positional groupings in their definitions of a specific positional role sector. Because the teacher is viewed to be operating in two systems, the local community and the profession of education, two specific applications of this general hypothesis will be examined. The first is that there will be a lack of consensus among the local groupings. The other is that a lack of consensus will exist among the professionally oriented teacher trainers, the teachers, and the local community members on the definition of the teacher's role as it relates to students.

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[22] George C. Homans, The Human Group (New York: Harcourt, Brace and Company, 1950), p. 126.

It is thought that two intervening variables influence the degree of consensus existing for both comparisons specified by the two statements of the general hypothesis. Therefore, two sub-hypotheses are advanced. It is hypothesized that less consensus will exist on the in-class sector than for the extra-class sector of the teacher's role; and that size of school (number of students) will influence degree of consensus on the teacher's role--the larger the school, the less the degree of consensus.

METHODS

The Sample

Data were gathered during 1957. A sample that would give a wide coverage of the schools and communities of the varied areas of non-metropolitan Pennsylvania was primarily desired.[23] The twenty-two state economic areas offer one basis for achieving representativeness inasmuch as they take into account agricultural, demographic, climatic, physiographic, and cultural differences.[24] One county was selected from each of the twenty-two economic areas. Because the soft coal-producing area of southwestern Pennsylvania, a major steel-producing county, and the low income northeastern regions of the state were not represented in the original sample, a county representing each of these was substituted for three of the originally selected ones.[25] The map in figure 1 shows the distribution of sample counties.

Sixty-six schools and their related communities were selected, three from each of the 22 selected counties.[26] Because of lack of adequate data on size of elementary school population, school selection was based on administrative units encompassing grades seven through twelve. In several instances suitable 7-12 units were not available, so one 8-12 unit and three 9-12 units were utilized. Elementary schools associated with these units provided the requisite teachers and students for the lower grades.

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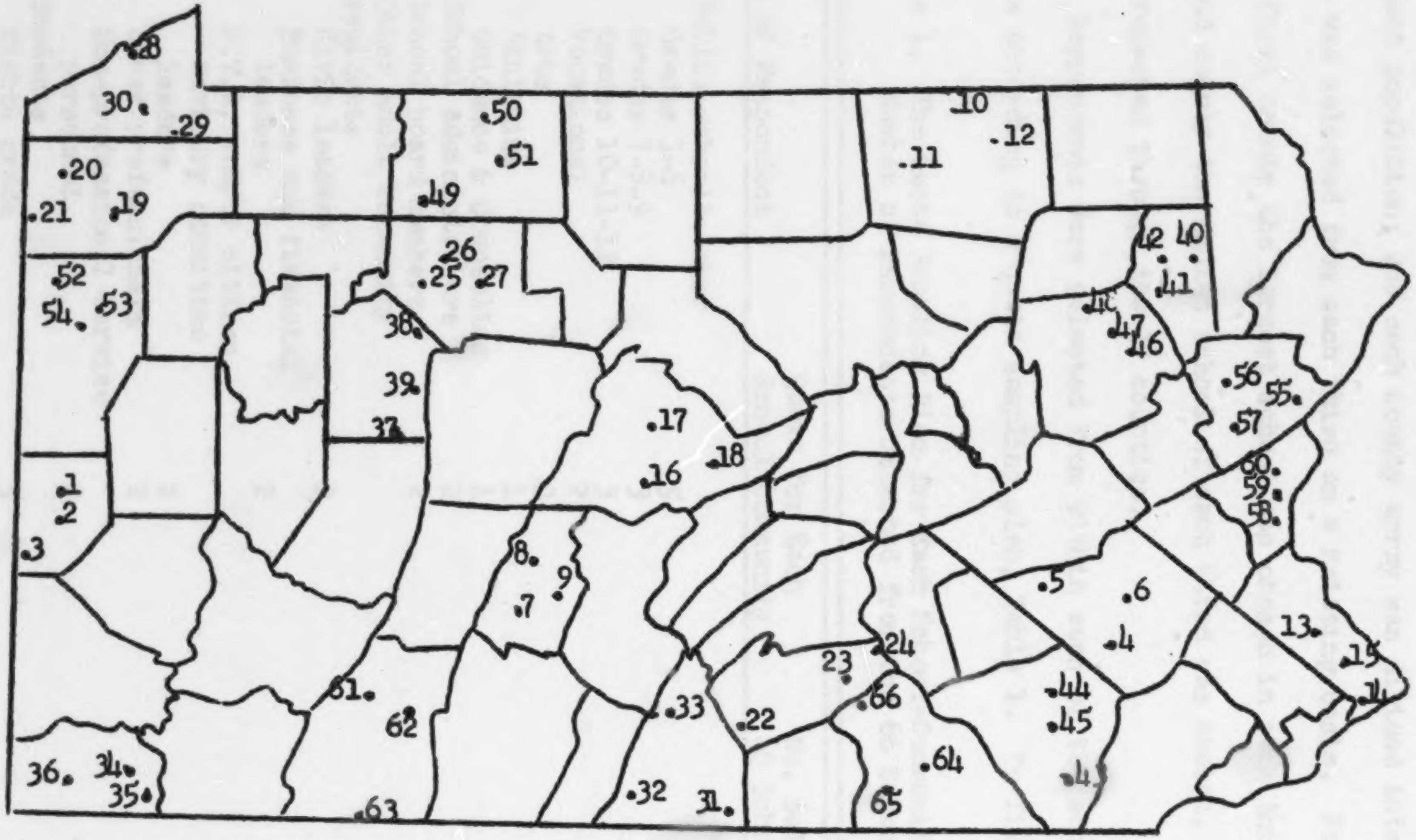
[23] Allegheny and Philadelphia Counties were excluded at the outset of sampling.

[24] The 1950 United States Census of Agriculture, U.S. Department of Commerce: Bureau of the Census, Vol. 1, Pt. 2, p. 509.

[25] Dr. Carl D. Morneweck, Chief of Child Accounting and Research in the Pennsylvania Department of Public Instruction was helpful in this task.

[26] A list of the schools selected is given in Appendix A.

Figure 1. Distribution of the School Units Used in the Study.*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*Numbers refer to the school names identified in Appendix A.

In order to achieve a sample stratified by size of school, the administrative units within each county were arrayed according to size of student population; and each county array was divided into thirds. One unit was selected from each third on a rotating basis. For example, in the first county the largest school was chosen in each third. In the second county the median school of each third was chosen. This sequence was repeated through the 22 counties.

Respondents were selected from within each of the school-community units according to a quota sampling plan, Table 1. To fill the quota in

Table 1. The Quota Sampling Plan for Each School-Community and the Number of Respondents Selected from the 66 School-Communities.

Type of Respondent	Quota for Each School Community	No. Selected from 66 School-Communities
1. Public schoolteacher		1107
Grades 1-6	5	
Grades 7-8-9	3	
Grades 10-11-12	3	
Vocational	2	
Arts	2	
Athletics	1	
Guidance & Counseling	1	
2. School administrators	2	129
3. School board members	2	125
4. Other adult community residents		655
Civic leaders	2	
Business and financial leaders	2	
P.T.A. and/or citizen advisory committee leaders	2	
Other professionals	2	
Non-professional service personnel	2	
5. Students		658
Eighth grade	5	
Twelfth grade	5	
Totals Totals	41	2674*

*Due to time limitations and difficulties in scheduling respondents for interviews, the total respondents actually selected was 32 less than would have been the case if the sampling quotas had been filled. This deviation includes 15 teachers, 3 administrators, 7 school board members, 2 students, and 5 other adult community residents.

any school unit, the administrator's advice was taken in selecting students that would represent the range of interests and abilities. The selection of teachers was affected to some extent by availability during interview periods.

In addition, a sample of 202 teacher trainers was selected from 18 colleges and universities in Pennsylvania that receive state financial aid.[27] The primary concern in selecting the teacher trainers was to obtain a representative sample including administrators, subject matter teachers, and teachers of educational philosophy.

Research Procedure

The source of data for the definition of the teacher's role was an open-end question that placed no limitations upon the kind or number of answers the respondent could give.[28] This form of question minimizes the danger of providing or suggesting any structure for the respondent's reply.[29] In a study investigating a relatively unexplored area, such as this, it is important to give the respondents maximum freedom in answering questions put before them. Specifically it was asked:

> Because of the nature of the teacher's position, probably everyone has some opinions concerning what the attitudes and behaviors of an ideal teacher should be. I am interested in obtaining your opinions and beliefs concerning what a teacher should be.
>
> a. What do you think the attitudes and behaviors of a teacher should be in the classroom?

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[28] Of the total data gathered for the project only a small portion is utilized in the thesis. When discussing the analysis of the data, the relevant parts of the schedule will be presented.

[29] Probing by the interviewers was limited to drawing out all the remarks the respondent was willing to give, without indicating direction. As an example, such probing might take the form of questions such as, "Do you wish to add anything more?" For an elaboration of this see: Jahoda, Deutsch, and Cook, Research Methods in Social Relations.

b. What do you think the attitudes and behaviors of a teacher should be in relations with students? 30/

The data from the open-end question were categorized into a system employing two major criteria: mutual exclusiveness and maximum utilization of response.

A thorough analysis of a sub-sample of responses revealed seven principal areas of expectations for the teacher-student positional sector of the teacher's role.

1. Student centered-short run concern included activities and opinions involving the student's immediate physical and psychological well being. In addition, responses explicitly mentioning kindness and helpfulness as desired attributes of the teacher were also included. The following are examples:

   The teacher should be kind, willing to assist students, and love children.

2. Student centered-long run concern included all responses explicitly mentioning the preparation of the student for his future well being as a citizen. The following are examples:

   The teacher should develop proper attitudes, develop proper work habits, and build citizenship.

3. Maintenance of social distance between teacher and student included responses mentioning respect for the teacher and maintaining discipline. The following are examples:

   The teacher should demand respect, the teacher should be in complete command, and the students should respect the teacher.

30/ The interviewers instructed the respondents that this part of the question was concerned with extra-class relationships.

4. Teacher centered included desirable or undesirable personality traits or other personal attributes of teachers. The following are examples:

   The teacher should be neat, have a good voice, and have no glaring physical defects.

5. Method centered included activities and opinions which focused attention on teaching methods, techniques, and rational concern for the learning experience. The following are examples:

   The teacher should have definite plans, get subject across, give homework, and know student's interests and ability.

6. Subject matter centered included activities and opinions which focused attention on what is being taught or that had a subject matter or knowledge orientation. The following are examples:

   The teacher should know subject matter, keep up to date in his field, and emphasize the basic subjects.

7. Institution centered included activities and opinions which focused attention on the institution of education or the specific school. The following are examples:

   The teacher should be active in professional organizations, attend teachers' meetings, and cooperate with his fellow teachers.

With few exceptions all of the responses could be classified into one of the seven categories described above.

The coded responses were classified according to relevant types of respondents. Then for each respondent grouping counts were made of the number of individuals giving a response classified under each of the seven categories. The frequencies resulting from this cross-classification became the basis of analysis.

Measuring Lack of Consensus

Because the problem is primarily concerned with determining the lack of consensus among various selected groupings in defining the teacher's role, some means had to be established to determine when there was a lack of consensus. If differences among the groupings being compared were statistically significant at the selected level, it was assumed that there was a lack of consensus.

Statistical Analysis

The chi-square test was selected to evaluate statistically the null hypothesis relating to differences among selected respondent groupings.[31]

The t-test for the difference between proportions was used to evaluate statistically the difference between the definitions given for the in-class and extra-class sectors of the teacher's role.

The accepted level of significance chosen was the .01 level. Any chi-square or t value that had a probability of occurrence under the null hypothesis of greater than one per cent was considered not statistically significant.

This level of significance was chosen over the commonly used .05 level for several reasons. First among these is that the large sample utilized will make statistical significance easier, even for relatively small differences; and therefore, it is possible to use a more stringent level of significance than can be used in analyzing smaller samples. Secondly, the fact that each of the seven response categories must be tested separately for each comparison among groupings increases the possibility of any one test being a chance occurrence; and the use of a more stringent level of significance will decrease the probability that differences attributed to chance will be accepted as statistically significant. Correspondingly, this does increase the error in the opposite direction. Differences that may be significant at a less stringent level and are not chance occurrences will be passed over as being not statistically significant; however it is preferred that the error be in this direction rather than in the other.

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[31] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw Hill Book Company, Inc., 1960), p. 104.

ANALYSIS AND FINDINGS

An Overview of the Analysis

The analysis of the problem is divided into five sections. The first can be considered an examination of the proposition that definitions given for the teacher's role differ for the in-class and extra-class situation. This proposition underlies the hypothesis that a greater degree of consensus will exist for the extra-class sector than for the in-class sector.

The second section is concerned with testing the hypothesis that size of school influences consensus among relevant groupings.

The third and fourth parts are primarily concerned with testing the two statements of the general hypothesis: that there will be a lack of consensus on the teacher's role among local community groupings; and that there would be a lack of consensus on the teacher's role among teacher trainers, teachers, and local community members. These two sections also include examinations of the hypothesis that situational sectors will influence consensus among the selected groupings.

The last section consists of a comparison between the teacher trainers and other groupings. To achieve this end, a method of ranking each grouping's definition in relation to the teacher trainers' was developed as a means of combining the seven role categories into a single comparative measure representing the definition given by each selected grouping.

A Comparison of the Definitions Given for the In-Class and Extra-Class Sectors of the Teacher's Role

The theoretical framework indicated reasons for expecting that the teacher's role in relation to students is situationally defined. As a result, it was expected that the in-class and extra-class definitions of the teacher role would differ. The proportion of total respondents recognizing each role category as a part of each of the two situational definitions was taken as indication of whether the situational sectors of the teacher's role were defined differently. For every role category except long run concern for the student the proportion of total respondents mentioning them as a part of the teacher's in-class and extra-class roles differed significantly, Table 2.

Table 2. Proportion of All Respondents Mentioning Each of the Seven Role Categories for the Two Situational Sectors of the Teacher's Role.

	Situational Sectors		
Role Categories	In-Class	Extra-Class	t
	N = 2876	N = 2876	
	- Percent Citing Role Category -		
Student Centered - Short Run	43.7	64.3	10.3*
Student Centered - Long Run	6.8	4.1	2.0
Social Distance Maintenance	40.2	46.3	3.1*
Teacher Centered	67.4	38.0	14.7*
Methods	70.1	42.1	14.1*
Subject Matter	35.3	1.3	20.0*
Institutional	40.8	29.5	5.7*

*Significant at .01 level.

The lack of a significant difference between the two situational sectors on long run concern for the student seemed to be attributable to the infrequency with which it was mentioned. It might be interpreted that respondents did not perceive long run concern for the student to be an appropriate expectation for the teacher. On the other hand, it may be that the respondents did not mention this concern because they perceived it as an expectation applicable to the goals of the total educational experience and not necessarily of the teacher.

The theoretical framework further indicated that expectations given for the extra-class sector might be less functionally specific than those given for the in-class sector. To the extent that subject matter, methods, teacher attributes, and institutional concerns can be considered as expectations that are specifically applicable to the function of classroom teaching, the proposition was supported. To the extent that a concern for children's immediate needs can be viewed as an expectation of the more general adult role, the proposition was again supported.

Upon first consideration it would appear that concern for maintenance of social distance might be more applicable to the classroom situation than the extra-class one.[32] Yet more respondents indicated this as a concern for the extra-class sector. This finding can be interpreted several ways. It is probable that maintenance of some degree of social distance is generally expected of adults in relations with children, as well as for the teacher in the classroom. However because the analysis is concerned with this expectation in a broad sense, the extent of maintenance is overlooked.[33] It is possible that there may be an unmeasured qualitative difference between the social distance expected for the in-class and extra-class sectors. In addition, the "pragmatic" philosophy espoused by the educational philosopher John Dewey and later by William Kilpatrick has achieved a significant degree of dominance as "the" approach to education.[34] Commonly associated with this philosophy is the belief that a close relationship should exist between the teacher and the student in the classroom (social distance should be reduced to a minimum). The relative lack of emphasis on social distance as a concern for the classroom may be associated with the wide acceptance of this view.

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[32] This might be expected because the classroom situation seemingly would be formalized and structured to a greater extent than the extra-class.

Because substantial evidence was found to indicate that expectations directed toward the teacher by the total respondents differed for the in-class and extra-class sectors, further comparisons among selected groupings were analyzed separately for each situational sector. The extent to which individual groupings' differed in the expectations they gave for the two situational sectors is discussed later in the analysis.

The Influence of Size of School on Consensus Among School Community Groupings

Because of the smaller number of people involved it was felt that small schools offer a greater opportunity for more frequent and inclusive interaction between individuals and groups. It was assumed that this condition would be favorable to the development of a high degree of agreement on the teacher's role among groupings associated with the smaller schools. As a result it was hypothesized that a greater degree of consensus would exist among groupings associated with the smaller schools as compared to larger schools.

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[33] The purpose of this study is to determine emphasis on focal areas of expectations and does not include an evaluation of each response in terms of degree of emphasis.

[34] John Dewey, Experience and Education (New York: The Macmillan Company, 1939), Chapt. IV (Social Control) especially p. 59.
William Heard Kilpatrick, Philosophy of Education (New York: The Macmillan Company, 1951), Chapt. XIX (Coercion and Learning).

Schools were divided into three classes on the basis of the number of students enrolled, Table 3. The responses given for each role category were cross-classified by size of school and positional grouping. These comparisons were tested for statistically significant differences using chi-square.[35] None were found to exist, Table 4. As a result it could not be concluded that size of school influenced the degree of consensus among the five selected groupings in regard to expectations given for either situational sector of the teacher's role.

Table 3. Classification of Schools by Number of Students.

Class	No. of Students	No. of Schools
I	1,000 or more	16
II	500 to 999	29
III	499 or less	21

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[35] These comparisons are given in Appendix C.

Table 4. Chi-Square Values for Each Response Category in Both Situational Sectors, Cross-Classified by Type of Respondent and Size of School.

Role Categories	Chi-Square Values*	
	In-Class	Extra-Class
Student Centered - Short Run	4.71	1.38
Student Centered - Long Run	9.13	4.74
Social Distance Maintenance	2.44	5.75
Teacher Centered	5.31	3.51
Methods	1.39	6.41
Subject Matter	3.98	8.30
Institutional	9.19	1.09

*With 8 d.f. a chi-square of 20.09 is needed to attain a probability of .01.

These results do not refute the basic assumption that frequency and quality of interaction influence consensus. However they probably are evidence that frequency and quality of interaction are not related to size of school.

As a result of these findings it was considered safe to disregard size of school as a criterion of comparison for the remainder of the analysis.

Consensus Among School and Community Groupings

The following portion of the analysis is concerned with the degree of consensus among five selected school-community groupings. These respondent categories are teachers,[36] school administrators, students[37] school board members, and citizens.[38]

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[36] The seven types of teachers sampled did not differ significantly in their frequencies of mentioning the seven role categories for either situational sector, see Appendix B. As a result they were pooled to form one grouping.

[37] It was found that eighth and twelfth grade students did not differ significantly, see Appendix B. As a result they were pooled to form one grouping.

Previously it was observed that size of school did not influence consensus among these groupings. As a result this variable is not considered here. Also, evidence was found to indicate that the two situational sectors were defined differently; therefore, each was analyzed separately and comparisons made between the results of the two.

It was theorized that the selected groupings differ in their vested interests in the school and the frame of reference from which they view the teacher. As a result, it was hypothesized that there is a lack of consensus among them in defining the teacher's role.

If the differences among the groupings were significant at the .01 level, it was interpreted as indicating a lack of consensus. This level of significance was used throughout the entire study.[39] Therefore, they were used in describing the relative degree of consensus among the selected groupings.

Consensus on the In-Class Sector

This section of the analysis is concerned with testing the hypothesis that there will be a lack of consensus among relevant community groupings on the in-class definition of the teacher's role. Table [illegible] is applicable to all of the following information pertaining to the in-class role definitions for the teacher as assigned by the five school-community groupings.

Each of the seven role categories was tested separately and is discussed individually.

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[38] The citizen grouping refers to all those respondents selected under the heading of "Other adult community citizens", Table 1.

[39] Siegal, op. cit., p. 43.

Table 5. Proportion of School-Community Respondents Mentioning the Seven In-Class Role Categories.

Role Categories	School-Community Groupings							
	Teachers	Students	Admin-istrators	School Board Members	Citizens	Total	X^2	Rank of X^2
	N - 1107	N - 658	N - 129	N - 125	N - 655	N - 2674		
	- - - - - - - - - -Percent Citing Role Category - - - - - - - - -							
Student Centered - Short Run	47	47	43	33	33	43	24.91*	3
Student Centered - Long Run	11	2	8	8	5	7	48.95*	7
Social Distance Maintenance	43	38	33	42	48	42	9.62	1
Teacher Centered	74	49	74	70	68	66	40.60*	6
Methods	71	81	73	56	56	69	34.26*	4
Subject Matter	36	20	44	37	33	32	40.30*	5
Institutional	36	42	53	45	44	41	12.15	2

*Significant at .01 level of probability (4 d.f., x^2 — 13.277)

Short Run Concern for the Student

The differences among the groupings were significant. As a result, it was concluded that there was a lack of consensus among them in the extent to which they attributed short run concern for the student as a part of the teacher's in-class role.

The differences were not equally distributed among all the groupings, but for the most part existed between two extreme clusters. The teachers and students made up one cluster. They recognized this category most frequently. At the other extreme the school board members and citizens had identical frequencies, the lowest of all groupings. Although the proportion of administrators mentioning short run concern was between the proportions of the two extreme clusters, they closely approached the frequencies of the teacher and students. It appears that persons within the school system emphasized short run concern to a greater extent than citizens and their representatives on the school board. As a result it can be said that the chief difference was associated with the respondent's relation to the school as a social system.

Long Run Concern for the Students

Frequencies with which groupings mentioned long run concern for the student differed significantly. Perhaps more important is the fact that for each grouping it tended to be mentioned the least of any category.

Social Distance Maintenance

Differences among the frequencies with which the groupings indicated a concern for maintenance of social distance approached statistical significance (significantly different at the .05 level). Because of this it seems justifiable to examine them. The main difference existed between administrators and citizens. The administrators had the lowest frequency and citizens the highest. The citizens' relatively high concern for social distance might be related to a perception of the teacher as a parent substitute. Citizens may expect the teacher to maintain a degree of social distance similar to that traditionally believed to be the responsibility of parents in the family relationship.

The administrators' apparent lack of emphasis is not so easily understood. Because they are responsible for the efficient functioning of the school system it was expected that they would emphasize factors suggestive of social control. Inasmuch as respect for the teacher and student discipline may be construed as factors tending to facilitate school management, it was expected that administrators would weight these heavily. It is possible that administrators have two definitions of this aspect of the teacher's role - one they hold as an educator (the "pragmatic" view) and the other as an administrator (the expected one described above). Because this study was represented as educational research they may have selected their responses accordingly.

Of more importance than the differences among the groupings is the fact that social distance maintenance (as a concern for the teacher's role) was mentioned at a relatively low frequency by all respondents. This is especially true when compared with the degree of emphasis that was given for the focal areas of teacher centered and methods.

Teacher Centered

The frequencies with which the groupings prescribed personal attributes for the teacher differed significantly. The major difference was in the case of students who did not mention this concern as often as the others. In fact only about one half of the students mentioned personal attributes, while the proportions of the other groupings mentioning them ranged from 66 to 74 per cent.

The students relatively lower emphasis on this role aspect may be due to the fact that they are the counter position for which the expectations were given and that this category, teacher centered, contains expectations related to personal attributes of the teacher rather than behavioral ones. Because of their concern in the focal relationship, it seems logical that they would consider certain behavioral expectations as more important than expectations related to personal attributes.

The remaining four groupings mentioned teacher attributes more than any other type of response. To the extent that this emphasis can be considered a measure of importance, it seemed that they considered the teacher's personal attributes more important than how he behaves in his interaction with the student in the classroom.

Methods

The frequencies with which the groupings mentioned methods differed significantly. Methods was mentioned by total respondents more frequently as a part of the in-class sector than any other category. This was due in part to the very high proportion of students who mentioned it; however, teachers and administrators mentioned methods almost equally as frequently as they mentioned teacher attributes.

The main difference among the groupings seemed to be a result of degree of relationship with the school system. Those within the school system mentioned methods more often than did the school board members and citizens, who had identical frequencies. School board members and citizens are the groupings most disassociated from the classroom, and as a result are probably the least aware of the actual mechanics of the teacher's role enactment. Another factor that may have influenced this finding is that teachers and administrators were subject to a period of training in which teaching methods and techniques were emphasized. It seems logical to assume that for the most part citizens and school board members did not have such training and as a result are not as aware of the mechanics of teaching.

The students' very high emphasis on methods was probably due to the fact that they occupy the counter position of the relationship under examination. Because the methods focal area deals with mechanics of the teacher's behavior in relation to students, it seems reasonable that they are greatly concerned with this aspect of the role. Several other factors might be applicable to an explanation of this finding. It is possible that students enjoy highly method conscious teaching. Under the "pragmatic" influence teaching methods and techniques have become student centered. The emphasis is on decreasing social distance between teacher and student, getting and holding the student's interests, and making the process of learning enjoyable. Another factor that might have influenced the students' emphasis on methods could be the long periods of association with teachers in school, resulting in an internalization of the teacher's concern with methods.

Subject Matter

The frequencies with which groupings mentioned subject matter differed significantly. Students and administrators were responsible for the major differences observed. Administrators mentioned this concern more than twice as often as the students. From the findings it would seem that the students' low emphasis on subject matter may be related to their high emphasis on methods. It seems probable that for them the teacher should be concerned with how he teaches to a much greater extent than what he teaches. Why administrators emphasized subject matter more than any other class of respondents is not so readily explainable and deserves further investigation.

Excluding long run concern for the student, the total school-community respondents mentioned subject matter less than any other category (less than 40 percent in every instance, except for administrators). This would seem to indicate that school-community respondents evaluated the teacher in the classroom primarily on his personal attributes and teaching skills. Subject matter seemed to be of relatively lesser importance.

Institution Centered

The frequencies with which groupings mentioned institutionally directed responses did not differ significantly; however, the differences were great enough to warrant consideration (significant at the .02 level).

The main difference observed was between teachers and administrators, the former having the lowest frequency and the latter the highest. These results might be explained in terms of the location of the two positional groupings. It is possible that the administrator would be concerned with the teacher's loyalty to the school and the institution of education due to the fact that this would probably add to efficiency of operation of the system. On the other hand, as was stated in the theoretical framework, the teachers were expected to place less emphasis on their obligations.

Relative Consensus on the In-Class Role Categories

A high degree of consensus among school-community groupings must be concluded in regard to concerns for maintenance of social distance and institutional aspects as a part of the teacher's in-class role, Table 4. On the other hand, there was considerable lack of consensus on short run concern for the student, and relatively extreme lack of consensus was noted in respect to the emphasis on long run concern for the student, personal attributes, methods, and subject matter as aspects of the in-class sector. These results indicate that for five out of the seven focal areas comprising the in-class sector a lack of consensus existed. They further indicate that degree of consensus on the focal areas varied considerably.

Consensus on the Extra-Class Sector

The analysis of the extra-class sector follows the same pattern used for the in-class sector. Table 6 is applicable to all of the following information pertaining to the extra-class role definitions given for the teacher by the school-community groupings.

It can be seen that for every role category, except subject matter, the frequencies with which the groupings assigned the category as a part of the extra-class sector differed significantly. In regard to the seemingly contradictory results of the subject matter comparison, it is first to be noted that the chi square value is of questionable validity, due to the low frequencies that occurred. No more than two per cent of any grouping mentioned it. It is evident that subject matter was not perceived by any grouping as an appropriate expectation for the teacher in relation to the extra-class sector. This can probably be best explained as resulting from subject matter being seen as a functional aspect only for the classroom situation as would be expected.

Table 6. Proportion of School-Community Respondents Mentioning the Seven Extra-Class Role Categories.

Role Categories	School-Community Groupings							
	Teachers	Students	Admin-strators	School Board Members	Citizens	Total	x^2	Rank of x^2
	N = 1107	N = 658	N = 129	N = 125	N = 655	N = 2674		
	- - - - - - - - - - - Percent Citing Role Category- - - - - - - - -							
Student Centered - Short Run	65	73	55	61	52	63	24.34*	4
Student Centered - Long Run	6	1	3	3	3	4	26.01*	5
Social Distance Maintenance	53	23	67	49	53	46	109.91*	7
Teacher Centered	42	30	44	44	40	39	17.47*	3
Methods	46	42	37	32	35	41	16.92*	2
Subject Matter	1	2	0	2	2	1	+	1
Institutional	21	43	26	28	33	30	65.93*	6

*Significant at .01 level of probability (4 d.f., x^2 — 13.277)

+Frequencies are too low to test with chi-square.

Short Run Concern for the Student

Student centered-short run was mentioned more frequently than any other role category by the total respondents. Three groupings: teachers, students, and school board members, recognised short run concern for the student as a part of the extra-class role more often than any other role category. To the extent that concern for young people's immediate needs can be considered a general adult expectation, as compared to a functionally specific expectation for teachers, these results indicate support for the proposition that the teacher's extra-class sector expectations are less specifically directed towards his primary function of teaching. To this extent these results dovetail with those found in regard to subject-matter.

Almost three fourths of the students mentioned short run concern. This was the highest frequency among the five groupings. A little more than one half of the administrators and citizens mentioned it and these were the lowest frequencies.

The student's emphasis is plausible in that they are the counter position for whom the teacher's expectations were specified; therefore, it was expected that they would emphasize the teacher's obligations to them. The fact that the teachers mentioned this more frequently than the administrators and citizens and that the latter two groupings showed the least emphasis for short run concern is not explainable in light of these results alone. It was previously expected that the teachers might place relatively less emphasis on their obligations to the students and that the citizens might emphasize these relatively more than most of the other groupings.

Long Run Concern for the Student

Except for subject matter, long run concern for the student was mentioned by all five groupings less often than any of the other role categories. Only four percent of the total school and community respondents mentioned it. The fact that the groupings differed in their emphasis on long run concern is overshadowed by the consistently low frequencies with which all of the groupings mentioned it. The probable explanation of this has been given previously.

Social Distance Maintenance

The frequencies with which the groupings mentioned a concern for social distance fell into three classes. Two thirds of the administrators mentioned it, while less than one fourth of the students did. The other three groupings had similar proportions that occurred between those of the extreme groupings.

The administrators' relatively strong emphasis on expectations concerning maintenance of social distance is probably attributable to their position in the school system. It is their primary responsibility to see that the school system functions smoothly. To this extent they, perhaps more than any other grouping, are aware of student discipline problems and resultant disturbances in school operations. It may be that the administrators felt that in order for the classroom situation to function smoothly the teacher must stress maintenance of social distance in extra-class situations. That the administrator did not stress this focal area for the in-class sector has already been commented upon. It is suggested that the emphasis given by the administrators to social distance maintenance in respect to the extra-class sector may be a reflection of what they actually expect of the teacher in the in-class situation. That is assuming that their response to the in-class situation was from the point of view of an educator rather than an administrator.

The students' relatively low emphasis of social distance maintenance can best be explained in terms of their occupying the counter position of the role relationship being examined. It was expected that they would de-emphasize aspects of the role suggesting teacher's rights in their relationship.

Social distance maintenance ranked second in being mentioned by all respondents as part of the extra-class role. Only the students mentioned it relatively infrequently. Administrators and citizens mentioned it more often than any other focal area. Why should maintenance of social distance receive relatively high emphasis as an expectation for the teacher in the extra-class role, especially in light of the relatively low emphasis placed on it as an aspect of the in-class sector? Probably the most crucial factor is that along with short run concern for the student it is a more generally applicable type of expectation than the others considered. In other words respect is due the teacher not only because he is a teacher, but because he is an adult as well.

Teacher Centered

The major difference in mentioning personal attributes as an expectation for the teacher was between the students and all other groupings. These are not unlike the results observed for the in-class sector except that the frequencies are consistently much lower. This would seem to indicate that the teacher maintained his classroom role identity to some extent in the extra-classroom situation.

Methods

The main difference in mentioning methods was between two pairs of groupings. These were the teachers and students, who mentioned methods most often, and the school board members and citizens, who mentioned it the least often. The administrator split the difference between the two extreme pairs. The results for teacher centered are not unlike those observed for the in-class sector. The emphasis was consistently lower, but the groupings retained a similar ordering in regard to their relative emphasis.

Institutional

The main difference in regard to institutional responses was between the teacher and student. Students recognized this aspect as a part of the extra-class sector more often than any other grouping and the teachers recognized it the least. Over forty percent of the students mentioned it as compared to twenty-one percent of the teachers.

It is probable that the teachers' relatively low emphasis of the institutional aspects can be partially attributed to a tendency to de-emphasize his duties as was previously proposed. An additional influence might be a desire to segment their occupational role from their extra-occupational life.

The students' high recognition of the institutional aspects of the extra-class might be attributal to a rigidly internalized perception of the teacher gained in the classroom. It might be difficult for them to perceive the teacher as anything but a teacher, regardless of the situation.

Relative Consensus on the Extra-Class Role Categories

It can be seen from a comparison of chi square values for the extra-class sector that consensus among the five school-community groupings was extremely lacking for the social distance and institutional focal areas. Both types of student centered expectations showed a relatively moderate lack of consensus. For the expectations directed towards personal attributes and methods some lack of consensus was found, but there was not a lack of consensus found in regard to subject matter.[40] Because it was concluded that for six focal areas of the extra-class sector a lack of consensus existed, the proposition that the selected school-community groupings held different expectations for the teacher's role was supported.

Situational Sectors and Degree of Consensus

It has been hypothesized that degree of consensus among the school-community groupings will be influenced by the situational context for which the teacher's role is defined. More specifically it was expected that there would be less consensus in regard to the in-class sector than for the extra-class sector. The in-class and extra-class chi-square values were compared for each of the seven focal areas and the relative degree of consensus was inferred from this comparison, Tables 5 and 6.

It was observed that the in-class and extra-class chi-square values did not differ appreciably in regard to short run concern for the student.

The in-class values were higher for four of the remaining six focal areas (long run concern for the student, personal attributes, methods and subject matter). The extra-class values were higher for two focal areas, social distance maintenance and institution centered. Except for short run concern for the student, consensus among the school-community groupings appeared to be influenced by situational definition. For the most part it was concluded that less consensus existed on the in-class categories.

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[40] The groupings were obviously in agreement in not considering subject matter as a relevant concern for the extra-class sector.

Summary of School-Community Comparisons

It was observed that for five out of the seven in-class focal areas the differences among the school-community groupings were statistically significant. For the two exceptions, social distance maintenance and institution centered, the differences approached statistical significance. The results of the extra-class comparison were similar. Statistically significant differences existed for all focal areas making up the extra-class sector except subject matter. By combining the results of the two situational sectors it can be said that statistically significant differences were observed for eleven of the thirteen usable focal areas. These findings support the hypothesis that the school-community groupings lack consensus on the definition of the teacher's role. It was concluded that this hypothesis was supported for both situational sectors.

It was found that for the most part the in-class chi-square values were higher than the extra-class values, indicating that less consensus existed for the in-class sector as hypothesized. For two focal areas the results were in the opposite direction of that hypothesized.

Although it was concluded that consensus was lacking among the selected groupings on both situational sectors of the teacher role regarding emphasis on the component focal areas, it was also found that some agreement existed among them on a more general level. There was high agreement among the groupings on the ordering of the focal areas in terms of relative emphasis.

For the in-class sector all groupings mentioned methods and personal attributes considerably more often than the other focal areas. In addition, most of the groupings mentioned short run concern for the student, social distance maintenance, and institutional concerns more often than a concern for subject matter. Also all of the groupings mentioned long run concern for the student less than any other focal area. From these findings it can be inferred that the teacher was evaluated by the school-community groupings mainly on how he teaches and what his personal attributes are. Expectations directed toward subject matter and long run concern for the student appeared to be of relatively lesser concern.

For the extra-class sector a similar pattern of emphasis was observed, except that considerably more emphasis was placed on short run concern for the student and social distance maintenance by all five groupings. A considerable proportion of each grouping indicated that concerns for methods, personal attributes, and institutional directed behavior are appropriate for the teacher outside the classroom. As for the in-class sector, the groupings were in agreement in mentioning concerns for subject matter and long run concern for the student at very low frequencies. It can be inferred from these findings that some of the seemingly functionally specific expectations of the in-class sector persisted for the less functionally specific extra-class role but at lower rates of frequency. This, of course, was not true for the subject matter focal area, probably because it was infrequently mentioned even as a specific expectation for the teacher in the classroom. It appears that the teacher's situational role sectors were not entirely mutually exclusive.

Consensus Among Teacher Trainers, Teachers, and Community Members

It was hypothesized that the frequencies with which teachers, teacher trainers, and community members mentioned each role category would differ. The basis of this hypothesis was the proposition that teacher trainers' and community members' expectations of the teacher differ, and that teachers are aware of these differences. As a result it was felt that the perception of his role learned by the teacher while undergoing training is modified by his perception of the expectations held for him by the community. Therefore, it was thought that the teachers' definition of their role is to some extent a compromise between that held by teacher trainers and community members. It would seem that from this theoretical development more than a lack of consensus could be predicted; however, it would be difficult to evaluate statistically a hypothetical statement that the teachers define their role as a compromise between the assumed professional and non-professional groupings, and for this reason this was not hypothetically stated. Without generalization, inferences from inspection of the position of the teachers' frequence in relation to the other two groupings' were made.

The community member grouping in this instance consisted of a combination of citizens and school board members. The teacher grouping remained the same.

Consensus on the In-Class Sector

It was found that for the most part differences among teacher trainers, teachers, and citizens on the in-class focal areas were statistically significant, Table 7. The forementioned table is applicable to all information in this section pertaining to the teacher's in-class role sector.

Table 7. Proportions of Teacher Trainers, Teachers, and Community Members Mentioning the Seven In-Class Role Categories.

Role Categories	Teacher Trainers	Teachers	Community Members	Total	x^2
	N = 202	N = 1107	N = 780	N = 2089	
	- - -Percent Citing Role Category- - - - -				
Student Centered - Short Run	54	47	33	43	28.23*
Student Centered - Long Run	3	11	6	8	21.11*
Social Distance Maintenance	12	43	47	41	48.60*
Teacher Centered	81	74	68	73	4.81
Methods	85	71	56	66	26.93*
Subject Matter	83	36	33	39	106.61*
Institutional	43	36	44	40	7.34

*Significant at .01 level of probability (1 d.f., x^2 -- 11.345)

For two focal areas, teacher centered and institution centered, it was found that differences among teacher trainers, teachers, and community members were not statistically significant. It could not be concluded that there was a lack of consensus for these two aspects of the in-class sector. For the remaining five focal areas it was established that statistically significant differences were present. These results indicated that for most aspects of the extra-class role sector there was lack of consensus among the three groupings, offering evidence in support of the hypothesis.

It was observed that for four out of the five focal areas, where statistically significant differences were established, the proportion of teachers mentioning each area ranked between the proportion of the other two groupings. As regards short run concern, social distance, and methods the teachers split the differences between teacher trainers and community members; however, in relation to subject matter teachers most closely agreed with the community members' emphasis. These results would seem to indicate that when there was a lack of consensus among the three respondent classes, teachers tended toward a compromise emphasis.

It was observed that the greatest difference between teacher trainers and the other two groupings was that teacher trainers placed much greater emphasis on subject matter. Teachers and community members mentioned a concern for subject matter relatively infrequently as compared to personal attributes and methods; however the teacher trainers mentioned subject matter concerns about equally as frequently as the above mentioned aspects. From this it can be inferred that teacher trainers placed considerably more emphasis on concern for subject matter as an expectation for the teacher than the other two respondent classes. In addition it can be inferred that the teachers' emphasis on the subject matter aspect of his role was more similar to that of the community members.

Consensus on the Extra-Class Sector

The pattern of analysis for the extra-class comparison of teacher trainers, teachers, and community members is the same as was used for the in-class comparison. Emphasis is placed on giving the relationships of the three groupings when statistically significant differences were observed. Specific information pertaining to differences in frequencies of mentioning particular focal areas can be obtained from Table 8.

Table 8. Proportion of Teacher Trainers, Teachers and Community Members Mentioning the Seven Extra-Class Role Categories.

Role Categories	Teacher Trainers	Teachers	Community Members	Total	x^2
	N = 202	N = 1107	N = 780	N = 2089	
	- - -Percent Citing Role Category- - - -				
Student Centered - Short Run	76	65	54	62	17.27*
Student Centered - Long Run	8	6	3	5	10.29
Social Distance Maintenance	49	53	52	53	.64
Teacher Centered	28	42	40	40	8.23
Methods	54	46	34	42	22.74*
Subject Matter	3	1	2	2	4.35
Institutional	22	21	32	25	21.27*

*Significant at .01 level of probability (3 d.f., x^2 — 11.345)

For the extra-class comparison it was found that statistically significant differences did not exist among the frequencies with which the three groupings mentioned teacher centered, subject matter, and social distance concerns. As regards emphasis on the other four focal areas (short run concern for the student, personal attributes, methods, and institution centered) it was concluded that there was a lack of consensus among the three respondent groupings.

It was observed that teacher trainers differed from citizens most markedly in that the former mentioned personal attributes relatively less often than any other aspect of this situational sector and mentioned methods at a relatively higher frequency. Community members mentioned these two aspects at approximately equal frequencies. Although both teacher trainers and citizens recognized short run concern more frequently than any other focal area, the former mentioned it considerably more often than the latter.

The proportion of teachers mentioning short run concern for the student, long run concern for the student, and methods fell between the proportions of the other groupings. Although there was a lack of consensus on emphasis on institutional concerns, the proportion of teachers mentioning this focal area did not fall between the other groupings. It can be inferred from this that in most cases when there was a lack of consensus, teachers tended toward a compromise between the positions indicated by the teacher trainers and community members. This agrees with the results of the in-class comparison of the three groupings.

Situational Sectors and Degree of Consensus

A comparison of the in-class and extra-class chi-square values for each category showed that for each one except institution centered and teacher centered the in-class values were higher. While the results are not perfect it was concluded that for the most part there was a lesser degree of consensus among teacher trainers, teachers and community members on the in-class definition as compared to the extra-class one.

These findings are similar to those found for the school-community comparison. Both sets of findings strongly supported the theoretical assertion that the situational definitions influence consensus. For both there was indication of less consensus for the in-class situational sector than the extra-class sector.

Summary

It was concluded that for five of the seven in-class focal areas and three of the seven extra-class focal areas there was a lack of consensus among teacher trainers, and community members. The results of these comparisons did not offer perfect evidence in support of the general hypothesis that there would be a lack of consensus between the three groupings. It is possible to state, however, that in the case of the in-class sector the hypothesis was supported for the most part. The results indicated that the greatest difference between the teacher trainers' and the community members' definitions of the in-class sector was in regard to relative emphasis on subject matter. Teacher trainers placed a relatively high emphasis on subject matter as an appropriate in-class expectation; whereas citizens placed low emphasis on it. For the extra-class sector the major differences between these two groupings was related to emphasis on methods and personal attributes.

It was observed for both sectors that when there was a lack of consensus among the groupings the teacher's emphasis tended for the most part to be a compromise of the other two groupings' position. This would seem to indicate that teachers in defining their role tended to arbitrate the positions of the other two groupings.

School-Community Groupings and Teacher Trainers Compared

It was considered desirable to make a comparison between teacher trainers and all school-community groupings, and also to develop a means whereby the situational sectors of each grouping could be compared as a whole. These were the purposes of this section.

It was found that differences among all respondent groupings were statistically significant for every role category of both situational sectors with one exception, the institutional in-class category. From this it can be concluded that when teacher trainers were compared with all school-community groupings the evidence was highly conclusive that a lack of consensus existed on the definition of the teacher's role for both situational sectors.

In respect to the in-class definition of the teacher's role, the teacher trainers recognized short run concern for the student, teacher-centered, methods, and subject matter more often than any other type of respondent. They had the lowest proportion of any grouping mentioning maintenance of social distance, Table 9. It would seem that most of the teacher trainers as compared to the others defined the teacher's in-class role as concerned mainly with using appropriate methods, emphasizing subject matter, and teacher centered behavior.

Over one half of the teacher trainers recognized short run concern for the student as a part of the role; however, they were in fairly high agreement with teachers and students on this account. In regard to the institutional category, teacher trainers were in near agreement with all groupings.

For the teacher's extra-class role, teacher trainers recognized short run concern for the student, long run concern for the student, methods, and subject matter more frequently than any other grouping, Table 10. It would seem that a majority of them felt that short run concern for the student was a part of the extra-class role and in this regard they were in agreement with students. Although they mentioned long run concern and subject matter more frequently than any other grouping, few teacher trainers mentioned these categories; and to that extent they were not in disagreement with the others. Teacher trainers tended to emphasize methods considerably more than others. Relatively little emphasis was placed on personal attributes of the teacher. These results indicated that teacher trainers maintained functionally specific expectations for this seemingly more generally defined extra-class context to a greater extent than did school-community groupings.

Table 9. Proportion of All Respondent Groupings Mentioning the In-Class Role Categories.

	Respondent Groupings							
Role Categories	Teachers	Students	Administrators	School Board Members	Citizens	Teacher Trainers	Total Respondents	x^2
	N = 1107	N = 658	N = 129	N = 125	N = 655	N = 202	N = 2876	
	-Percent Citing Role Category-							
Student Centered - Short Run	47	47	43	33	33	54	44	29.68*
Student Centered - Long Run	11	2	8	8	5	3	6	66.22*
Social Distance Maintenance	43	38	33	42	48	12	40	53.42*
Teacher Centered	74	49	74	70	68	81	67	46.16*
Methods	71	81	73	56	56	85	70	40.72*
Subject Matter	36	20	44	37	33	83	35	174.38*
Institutional	36	42	53	45	44	43	41	12.36

*Significant at .01 level of probability (5 d.f., x^2 -- 15.086)

Table 10. Proportion of All Respondent Groupings Mentioning the Extra-Class Role Categories.

Role Categories	Respondent Groupings							
	Teachers	Students	Administrators	School Board Members	Citizens	Teacher Trainers	Total Respondents	x^{2*}
	N = 1107	N = 658	N = 129	N = 125	N = 125	N = 202	N = 2876	
	- - - - - - - - - - - -Percent Citing Role Category- - - - - - - - - - - -							
Student Centered - Short Run	65	73	55	61	52	76	64	28.84
Student Centered - Long Run	6	1	3	3	3	8	4	33.57
Social Distance Maintenance	53	23	67	49	53	49	46	109.78
Teacher Centered	42	30	44	44	40	28	38	23.31
Methods	46	42	37	32	35	54	54	23.85
Subject Matter	1	2	0	2	2	3	3	16.96
Institutional	21	43	26	8	33	22	22	70.95

*All chi-square values significant at .01 level of probability (5 d.f., x^2 -- 15.086)

Only 12 percent of the teacher trainers mentioned social distance maintenance for the teacher's in-class role sector. Yet 49 percent of them indicated this area as a concern for the extra-class sector. The explanation of the low classroom emphasis is believed to be that the teacher trainers more than any other grouping probably ascribed to the "pragmatic" philosophy and the associated belief that social distance between the teacher and student should be at a minimum in the classroom. On the other hand, they are in the forefront of the groupings exclaiming that teachers are professionals. It is probable that a desire for respect toward the teacher by others is related to this, and possibly explains their apparent emphasis on maintenance of social distance for the extra-class sector.

An Inclusive Comparison of Definitions

In the theoretical framework it was proposed that the teacher trainers' definition of the teacher's role represents the institutionalized version of the role. It was considered that some means of comparing the other groupings' definitions to the institutionalized one was needed. It also was desired to have a single measure of comparison in which all of the seven role categories could be included.

By using the teacher trainers' definition as a standard it would be possible to observe the extent to which other groupings deviated from the position indicated by the teacher trainers. Also this would make possible examination of the arrangement of the positions of school-community groupings in relation to each other. The procedure used for this comparison was first to take the teacher trainer's definition as a standard. Then for each role category the proportion for every other grouping was compared to that of the teacher trainers and the difference,

Table 11. Deviations of School-Community Groupings' Proportions From Those of the Teacher Trainers' in Regard to the Teacher's In-Class and Extra-Class Role.

1) In-Class

	Respondent Groupings					
Role Categories	Teacher Trainers	Teachers	Administrators	School Board Members	Students	Citizens
	Deviations					
Student Centered - Short Run	0	7	11	21	7	11
Student Centered - Long Run	0	8	5	5	1	2
Social Distance Maintenance	0	31	21	30	26	36
Teacher Centered	0	7	7	11	32	13
Methods	0	14	12	29	4	29
Subject Matter	0	47	39	46	63	50
Institutional	0	6	10	2	1	1
Total Deviations	0	120	105	144	134	142

2) Extra-Class

	Respondent Groupings					
Role Categories	Teacher Trainers	Teachers	Administrators	School Board Members	Students	Citizens
	Deviations					
Student Centered - Short Run	0	11	21	15	3	24
Student Centered - Long Run	0	2	5	5	7	5
Social Distance Maintenance	0	4	18	0	26	4
Teacher Centered	0	14	16	16	2	12
Methods	0	8	17	22	12	19
Subject Matter	0	2	3	1	3	1
Institutional	0	1	4	6	21	11
Total Deviations	0	42	84	65	74	76

without regard to sign, was obtained. For each grouping, differences over the seven role categories were totaled. This total deviation was used as the measure of comparison. The lower the total deviation of any particular grouping, the more closely this grouping's definition approached that of the teacher trainers. This procedure was followed out separately for each situational sector of the teacher's role, Table 11.

When all of the total deviations were compared it was found that the greatest difference observable was between the teacher trainers and all others. Differences between any two of the school-community groupings were relatively small in comparison. This was observed for both situational sectors. From these observations it would seem that the teacher trainer's definition was generally in high disagreement with that of all other groupings.

In order to examine the relative positions of the groupings the total deviations were ranked, Table 12. For the in-class definitions it was found that the administrators (105) most closely approached the teacher trainers. The teachers (120) ranked second and students (134) third. The citizens (142) ranked fourth, and the most distant from the teacher trainers were the school board members (144).

For the extra-class definitions the pattern of ranking was similar. The results indicated that the teachers (42) most closely approximated the teacher trainers and that the administrators (84) deviated the most from the assumed standard. The remaining groupings ranked between the teachers and administrators as follows: school board members (65), students (74), citizens (76).

Table 12. The Ranking of Total Deviations From the Teacher Trainers' Definition of the Teacher's Role.

	In-Class		Extra-Class	
Rank	Total Deviation	Groupings	Total Deviation	Groupings
0	0	Teacher Trainers	0	Teacher Trainers
1	105	Administrators	42	Teachers
2	120	Teachers	65	School Board Members
3	134	Students	74	Students
4	142	Citizens	76	Citizens
5	144	School Board Members	84	Administrators

From a comparison of the total deviations of both situational sectors, Table 12, it can be seen that those for the in-class sector were considerably higher than the total deviations found for the extra-class sector. This would seem to indicate that there was somewhat more agreement between the teacher trainers and all other respondents in regard to the extra-class definition than for the in-class definition of the teacher's role.

In a statement concerned with education as a profession Orville Brim proposes that the teacher is a professional only to the extent that his prescribed role is institutionalized.[41] He further maintains that actually the public citizens still claim the right to prescribe the teacher's role, and as a result the role is not institutionalized. The implications of Brim's statement led to the development of the following proposition; that the various groupings' definitions of the teacher's role can be viewed as occurring along a continuum of professional orientation.

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[41] Brim, *op. cit.*, pp. 45-46.

If it is assumed that the teacher trainers' definition approximates the institutionalized definition of the teacher's role and the community citizen's the opposite, the polar extremes on the continuum would be these two groupings' definitions. The teacher trainer's definition would represent high professional orientation. If Brim's assertion that the public citizens actually prescribe the teacher's role is correct, it would be expected that the other school-community groupings' (including the teachers') definitions of that role would cluster near the citizens' position on the continuum.

The findings indicate that the teachers', administrators', school board members', and students' total deviations from the teacher trainers' position was considerably larger than the difference in total deviations between each of these four groupings and the citizens'. This occurred for both situational sectors of the teacher's role. To the extent that the teacher trainers' definition can be considered the professional one, it can be inferred that the school-community groupings, including the teachers, did not define the teachers' role as being highly professional.

Because the techniques used in deriving the findings in this part of the analysis have not been adequately tested as to validity, there is a need to further investigate these inferences.

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Purpose and Procedures

This study was concerned with determining the extent to which there was consensus among selected groupings on the definition of the teacher's role as it relates to students. In addition, the association between two intervening variables, situational context and size of school, with degree of consensus was examined.

A sample of sixty-six schools was selected from twenty-two Pennsylvania counties. Three schools were selected from each county on the basis of student enrollment. A total of 2674 respondents was selected from the schools and their related communities according to a quota sampling plan. In addition, 202 teacher trainers from 18 state aided colleges and universities were interviewed. The data were collected during 1957.

Respondents were asked to give opinions and beliefs concerning the role of the teacher (1) in the classroom and (2) in relations with the students in situations other than in the classroom. In order to compare the definitions of relevant groupings it was necessary to categorize the answers according to some meaningful system of classification. Through a thorough analysis of a sub-sample, seven categories were developed: student centered-short run; student centered-long run; social distance maintenance; teacher centered; method centered; subject matter centered; and institution centered.

The data were classified according to six types of respondents. These were: teachers, school administrators, school board members, students, other adult community residents, and teacher trainers. The proportions of each type of respondent mentioning a given role category were compared.

Lack of consensus was operationally defined as existing if differences in the proportions of groupings mentioning an area were statistically different.

Underlying the analysis was the general proposition that a lack of consensus existed among positional groupings in defining a particular sector of a positional role. This was hypothetically stated in two specific forms:

1. That there would be a lack of consensus among school-community groupings on the definition of the teacher's role as it relates to students.
2. That there would be a lack of consensus among the professionally oriented teacher trainers, teachers, and locally oriented community members on the definition of the teacher's role as it relates to students.

It was thought that two intervening variables might influence consensus on the teacher's role. As a result it was hypothesized that there would be less consensus for the in-class sector than the extra-class sector of the role. This was based on the proposition that the extra-class definition for the teacher closely approached the highly generalized adult role on which a higher level of agreement could be expected. Also it was thought that size of school was related to the amount and quality of interaction among relevant respondents. Therefore it was hypothesized that larger schools would be related to a lesser degree of consensus.

Limitations of the Study

Limitations are of two types, those that evolved from delimiting the problem guiding the analysis and those that stem from the research design.

Due to the vast complexity of role phenomena it is not practically possible to study all facets of any particular role. Therefore this problem was focused on consensus among related positional groupings in defining the teacher's role in relation to students. Although this can be said to be one of the most important areas of the teacher's role, there are certainly others of research significance such as the teacher-administrator and the teacher-parent relationships. In addition, consideration was limited to expectations which the selected groupings held for the teacher and excludes any consideration of the actual performance and behavior of the teacher.

Probably the most significant limitation of the research design is the applicability of results to a more generalized universe. Because of the nature of the sampling procedures the conclusions given should be interpreted as applicable only for the population studied. However, results can be valuable as guiding propositions in relation to a broader universe.

Findings and Conclusions

For the most part results indicate that much disagreement exists on a definition of the teacher's role in at least one sense, the emphasis placed on specific focal areas. The variance in definition was apparent not only among the school-community groupings but also between these respondents and teacher trainers. If the results of the three major comparisons are combined it can be observed that statistically significant differences occurred for 16 of the 21 in-class applications of the hypothesis, Table 13. It is important to note that the differences on the institutional area were not statistically significant in all three major comparisons, and therefore constituted a majority of the five exceptions found. For the extra-class sector significant differences were observed for 14 out of the 21 applications of the hypothesis, Table 13. It was concluded that for the most part consensus was found to be lacking on a definition for the teacher's role for both the extra-class or in-class sectors.

Table 13. Summary of Results by Focal Areas and Situation for the Three Major Comparisons Analyzed.

Focal Areas	Three Major Comparisons		
(1) In-Class	School-Community Groupings	Teacher Trainers, Teachers, Community Members	All Groupings
Student Centered - Short Run	S	S	S
Student Centered - Long Run	S	S	S
Social Distance Maintenance	NS	S	S
Teacher Centered	S	NS	S
Methods	S	S	S
Subject Matter	S	S	S
Institution Centered	NS	NS	NS
(2) Extra-Class			
Student Centered - Short Run	S	S	S
Student Centered - Long Run	S	NS	S
Social Distance Maintenance	S	NS	NS
Teacher Centered	S	NS	S
Methods	S	S	S
Subject Matter	NS	NS	S
Institution Centered	S	S	NS

S Differences among groupings were statistically significant.

NS Differences among groupings were not statistically significant.

Evidence was also found to indicate that the teacher's role was differentially defined for the in-class and extra-class situations. Combining the results of the three major comparisons it was found that for 13 of the 21 tests the in-class chi-square values were larger. In 2 instances (both related to short run concern) the in-class and extra-class values did not differ and in 6 cases the extra-class values were higher, Table 14. It can be seen that the evidence strongly supports the proposition that the situational context influences degree of consensus, but the evidence is somewhat less substantial in support of the hypothesis that less consensus occurs for the in-class than for the extra-class sector.

Table 14. Summary of Results of Comparison Between In-Class and Extra-Class Chi-Square Values Computed for Each Focal Area of the Three Comparisons of Groupings Analyzed.

Focal Areas	Three Major Comparisons		
	School-Community Groupings	Teacher Trainers, Teachers, Community Members	All Groupings
	- Sector Having Highest Chi-Square Values -		
Student Centered - Short Run	No Dif.*	In-Class	No Dif.*
Student Centered - Long Run	In-Class	In-Class	In-Class
Social Distance Maintenance	Extra-Class	In-Class	Extra-Class
Teacher Centered	In-Class	Extra-Class	In-Class
Methods	In-Class	In-Class	In-Class
Subject Matter	In-Class	In-Class	In-Class
Institution Centered	Extra-Class	Extra-Class	Extra-Class

* No appreciable difference (differences less than 1.0)

It was not established that degree of consensus and size of school were related. This finding was considered as evidence that the assumption that size of school and frequency of interaction are related is of questionable validity.

Although it was observed that the respondent groupings differed in their emphasis of most focal areas, it was also observed that the school-community groupings were in general agreement on the relative rank of the focal areas making up the two situational sectors. For the in-class definition methods and personal attributes of the teacher were of greatest concern, followed closely by a concern for the student's immediate needs. Somewhat surprisingly it was found that subject matter and the student's needs as a future citizen were of less concern than the above mentioned areas.

For the extra-class role a somewhat similar pattern of relative emphasis existed. There was general agreement among the respondents that short-run concern for the student and social distance maintenance were the two most important concerns of the extra-class sector. Subject matter and long run concern for the student appeared to be of little or no importance for this situational definition. A considerable proportion of each school-community grouping mentioned methods, personal attributes, and institutional concerns. This indicates that a large number of these respondents did not completely differentiate the two situational definitions. For a number of respondents it would seem that the teacher was expected to maintain to some extent his occupational identity outside of the classroom.

There was substantial evidence that disagreement between teacher trainers and all other groupings was perhaps the greatest difference for either the in-class or extra-class definition. They not only differed with the others on emphasis of specific focal areas, but also in the relative ranking of focal areas within each sector. The major difference between the teacher trainers and the others for the in-class definition was that teacher-trainers placed a much higher emphasis on subject matter, mentioning this as frequently as concerns for methods and teacher centered. Also the teacher-trainers placed much less emphasis on social distance maintenance as compared to the others. For the extra-class definition the major difference was that teacher trainers considered methods more important and teacher centered less important than did the others.

Implications

Theoretical and Methodological Implications

The results of the study offered strong support for the proposition that several positional groupings tend to define a particular positional role differently. This being the case, how do occupants of a particular focal position operate successfully in a system? The means by which a teacher performs within a context of varying expectations provides a fertile area for future investigation.

Consensus was determined from the emphasis given each focal area by the respondent groupings. However, it was discovered during the analysis that an evaluation of consensus might also be possible on a more general level, the relative ranking of focal areas making up a situational sector. It was observed that the school-community groupings exhibited a high level of consensus on the more general level, while they displayed lack of consensus in regard to individual focal areas. For instance, for the in-class sector of the teacher's role the emphasis placed upon methods by the school-community groupings varied significantly. On the other hand as ranked in terms of degree of emphasis methods was indicated by each grouping to be either the first or second most important concern. An important question arises from this observation. What is the relationship between these two measurements of consensus? It may be that in terms of potential conflict the more general measure would be more useful.

The findings also supported the proposition that a positional role sector (teacher-student) was defined separately for different situational contexts. Furthermore, the proposition that situationally appropriate definitions influence consensus was supported. As a result it is suggested that future analysis of particular positional roles should take into consideration not only role partner relationships but also situational contexts in which the relationships do or can exist.

It was also found that those aspects emphasized most heavily for the in-class sector, and seemingly specifically appropriate only for this sector, were carried over to some extent for the less functionally differentiated extra-class situation. This presents a basic problem for future study. To what extent do the situationally appropriate definitions relate to each other?

Regarding the specific focal areas delineated for this study, several suggestions are offered. First, long run concern for the student could be combined with short run concern to form a single focal area related to student centered expectations. Secondly, subject matter need not be used as a focal area of the extra-class sector. Also the institutional focal area probably needs to be further differentiated to be of a greater analytical use. This might be done by making a division between school centered and professionally centered responses. In future studies of this type it is strongly suggested that consideration be given to using means whereby the intensity with which expectations are held can be measured.

This research can be considered only a beginning in the examination of the teacher's positional role. Future study is needed not only on the teacher-student positional sector but also on the numerous other role partner relationships in which the teacher participates. Also it is necessary to determine the relationships between these positional sectors in terms of the influence they have on each other if a meaningful explanation of the teacher's role is to be achieved.

Implications for Education and the Teacher

The findings leave little doubt that generally there is much disagreement in regard to what the teacher's role should be with students. We found that in the vast majority of cases the five school-community groupings differed significantly regarding the various aspects of the teacher's role. Even more striking was the marked differences between what the teacher trainers thought the role should be as compared to how the school-community groupings defined it. This has very real meaning to the teacher. It would seem that there is no apparent, clear-cut outline of how he should perform. Consequently he has some freedom in determining for himself what his rights and obligations should be, at least more freedom than he would have if expectations were rigidly structured and prescribed.

Not only do different groups hold divergent expectations for the teacher, but these expectations may differ more or less depending on the situational context within which he is interacting. It is impossible to state what the teacher's role is without qualifications specifying who is defining it, with whom the teacher is interacting, and in what particular situational context is the action taking place.

Evidence was found that teachers tended to give a definition of their role that was a compromise between those given by teacher trainers and the community members. However, when these latter two groupings were in disagreement on the relative importance of particular expectations teachers tended to agree more closely with the community members. It may be that "local control" of schools and of teachers is not the myth it is often held to be. In any case it would seem that teachers, when defining their role, are strongly influenced by the local public.

There is likely to be a positive connotation attached to the term consensus. No such evaluation is to be made in this report; for it is not within the scope of this study to determine whether the lack of consensus found in this case is good or bad. Regardless of how these findings are evaluated, it is difficult to imagine how the situation could be different within a framework supported by democratic ideals.[42] The democratic belief in diffused power makes it highly unlikely that a singular definition of the teacher's role could evolve. This would imply rigid prescription by a particular element or group within the society. In actuality competing interests and the insuing divergence in expectations for the teacher tend to keep his role from becoming rigorously prescribed.

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[42] One of the central judgments of the democratic creed is applicable at this point. This is that no group, however wise or good, is good or wise enough to have dictorial power over any other. The source of this statement was an unpublished paper by John M. Brewster and entitled "Society Values and Goals in Respect to Agriculture".

The above statements by no means imply that all interests or groups have equal control over the teacher's actual role performance. Because the teacher finds it impossible to meet all the divergent expectations focused on his position, it is quite likely that he defines his role in a particular way. Then he discovers means of articulating his actual role behavior with expectations held by others that diverge significantly from this. The fact that the school goes on operating would seem to imply that there must be means by which differences in expectations for the teacher are articulated with his actual behavior. Merton has proposed some of the mechanisms whereby this can be done.[43]

What are the mechanisms operating in behalf of the teacher? Probably the most important is that not everyone is equally involved with the teacher's role. In fact, the interest taken by the local public probably is not very great. This coupled with the fact that the teacher-student relationship exists for the most part in a separate system and is not readily observable to those outside the system permits the teacher some leeway in fitting performance to varying expectations. Another factor that influences the teacher's stand in an area of varying expectations is power. Certainly the teacher must give more consideration to his administrators' expectations than to those of his professors at the somewhat distant college or university.

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[43] Merton, op. cit., pp. 371-380.

It is through these mechanisms and possibly others that the teacher achieves a workable role definition in face of varying and sometimes contradictory expectations. A realistic outlook on the part of a teacher would be to learn how to implement these means most effectively in the performance of his daily activities.

Appendix - A

The Sixty-six High School Administrative Units Selected for Sampling

1. Beaver Falls City
2. New Brighton Area
3. Midland Boro
4. Gov. Mifflin jt.
5. Tulpehocken Area
6. Oley twp.
7. Hollidaysburg Community jt.
8. Bellwood-Antis jt.
9. Williamsburg Comm. Schools jt.
10. Athens jt.
11. Troy Community jt.
12. Northeast Bradford
13. Central Bucks jt.
14. Bensalem twp.
15. Council Rock jt.
16. College Area jt.
17. Bald Eagle Area jt.
18. Penns Valey Area
19. Meadville Area
20. Conneaut Valley jt.
21. Linesville-Conneaut Summit jt.
22. Shippensburg Area
23. Cumberland Valley
24. East Pennsboro twp.
25. Ridgeway Area jt.
26. Johnsonburg Area jt.
27. St. Marys-Benzinger jt.-
28. Erie City
29. Union City jt.
30. Fort LeBouef jt.
31. Waynesboro Area jt.
32. James Buchanan jt.
33. Fannett-Meta 1 Union
34. Cumberland twp.
35. Jefferson-Morgan
36. West Greene
37. Punxsutawney Area
38. Brockway-Snyder-Washington jt.
39. Sykesville-Henderson jt.
40. Old Forge Boro
41. Archbald Boro
42. Newton-Ransom jt.
43. Southern Lancaster Co. jt.
44. Warwick Union
45. East Lampeter twp.
46. Wilkes-Barre City
47. Larksville Boro
48. Lake-Noxen twp.
49. Kane Area jt.
50. Otto twp.
51. Smethport Boro
52. Greenville Area
53. Lakeview jt.
54. Fredonia-Delaware jt.
55. East Stroudsburg Area jt.
56. Pocono Mt. Area
57. Chestnuthill twp.
58. Easton-Forks jt.
59. Nazareth Area jt.
60. Pen Argyl Area jt.
61. Jenner-Boswell-Jennertown jt.
62. Forbes jt.
63. Salisburg-Elk Livk jt.
64. York City
65. Spring Grove jt.
66. Northern jt.

Appendix - B

Table 1. The Proportions of Seven Types of Teachers Mentioning Each of the Role Categories for Situational Sector of the Teacher's Role.

1) In-Class

Role Categories	Types of Teachers								
	Grades 1-6 N=331	Grades 7-9 N=197	Grades 10-12 N=197	Voca-tional N=131	Art & Music N=125	Athletics N=63	Guidance N=63	All Teachers N=1107	X^{2*}
Student Short-Run	57	40	43	41	46	37	57	47	12.99
Student Long-Run	9	12	10	13	13	11	11	11	2.07
Social Distance Maint.	38	43	45	47	42	48	33	43	3.90
Teacher Centered	82	75	72	72	68	65	65	74	5.18
Methods	66	76	71	64	80	75	70	71	4.49
Subject Matter	24	36	45	37	42	49	37	36	21.18
Institutional Centered	33	38	39	28	37	38	51	36	7.23

*With 6 d.f.differences are statistically significant ($p = .01$) when x^2 16.81.

Table 1. (Cont)

2) Extra-Class

Role Categories	Types of Teachers Grades 1-6 N=331	Grades 7-9 N=197	Grades 10-12 N=197	Voca-tional N=131	Art & Music N=125	Athletics N=63	Guidance N=63	All Teachers N=1107	x^2 *
Student Short-Run	70	65	62	61	57	68	71	65	3.85
Student Long-Run	4	4	7	8	6	5	12	6	10.37
Social Distance Maint.	46	58	55	58	54	62	51	53	6.26
Teacher Centered	46	37	44	36	46	41	40	42	4.34
Methods	44	54	44	40	49	41	52	46	5.31
Subject Matter	1	1	2	2	2	2	0	1	3.42
Institutional Centered	18	17	29	24	22	25	19	21	10.36

* With 6 d.f. differences are statistically significant (p = .01) when x^2 16.81.

Table 2. Differences Among Proportions of Eighth and Twelfth Grade Students Mentioning Each Role Category for Both Situational Sectors.

1) In-Class

	Types of Students			
Role Categories	Grade 8 N=319	Grade 12 N=324	All Students N=643	X^2 *
Student Short-Run	48	45	47	.23
Student Long-Run	2	2	2	.09
Social Distance Maint.	37	40	39	.26
Teacher Centered	45	54	49	2.94
Methods	79	83	81	.37
Subject Matter	18	23	21	1.10
Institutional Centered	35	49	42	7.80

*With 1 d.f. differences are statistically significant (p = .01) when x^2 6.64.

Table 2 (Cont).

2) Extra-Class

Role Categories	Types of Students Grade 8 N=319	 Grade 12 N=324	 All Students N=643	X^2 *
Student Short-Run	73	73	73	.004
Student Long-Run	1	1	1	.13
Social Distance Maint.	18	28	23	6.8
Teacher Centered	29	31	30	.06
Methods	39	44	42	.83
Subject Matter	0	0	0	1.
Institutional Centered	45	40	44	.95

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*With 1 d.f. differences are statistically significant ($p = .01$) when x^2 6.44.

Appendix C

Table 1. Proportions of School-Community Groupings Mentioning Each In-Class Role Category, Cross-Classified by Size of School.

1) Student Centered - Short Run

Size of School	Administrators N=129	School Board Members N=125	Community Members N=655	Teachers N=1107	Students N=658
Large	48	24	33	49	45
Medium	41	42	32	45	47
Small	42	27	35	49	48

d.f. 8 $X^2 = 4.71$ p .01

2) Student Centered - Long Run

Size of School	Administrators N=129	School Board Members N=125	Community Members N=655	Teachers N=1107	Students N=658
Large	9	21	8	12	3
Medium	10	4	5	11	1
Small	0	5	4	10	2

d.f. 8 $X^2 = 9.13$ p .01

Table 1. (Cont)

3) Social Distance Maintenance

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	30	35	47	40	40
Medium	34	40	49	42	37
Small	33	51	46	44	39

d.f. 8 $X^2 = 2.44$ p .01

4) Teacher Centered

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N =655	Teachers N = 1107	Students N = 658
Large	70	72	68	71	56
Medium	80	76	66	72	49
Small	69	59	70	79	45

d.f. 8 $X^2 = 5.31$ p .01

Table 1. (Cont)

5) Methods

	School and Community Groupings				
Size of School	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	67	59	57	73	80
Medium	75	56	54	69	82
Small	78	54	57	71	80

d.f. 8 $X^2 = 1.39$ p· .01

6) Subject Matter

	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	49	41	35	33	21
Medium	37	38	32	40	20
Small	50	32	32	32	20

d.f. 8 $X^2 = 3.98$ p. .01

Table 1. (Cont)

7) Institution Centered

Size of School	School and Community Groupings Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	61	45	42	43	37
Medium	48	42	45	36	40
Small	53	46	44	32	46

d.f. 8 $X^2 = 9.19$ p .01

Table 2. Proportion of School-Community Groupings Mentioning Each Extra-Class Role Category, Cross-Classified by Size of School.

1) Student Centered - Short Run

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	58	59	53	64	54
Medium	54	64	51	66	53
Small	56	59	54	65	55

d.f. 8 $X^2 = 1.38$ p .01

2) Student Centered - Long Run

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	6	7	4	7	5
Medium	3	4	3	5	3
Small	0	0	3	6	2

d.f. 8 $X^2 = 4.74$ P .01

Table 2. (Cont)

3) Social Distance Maintenance

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	58	59	53	52	55
Medium	66	53	48	52	51
Small	78	37	60	56	58
	d.f. 8	$X^2 = 5.75$		p .01	

4) Teacher Centered

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	42	52	39	44	41
Medium	44	40	41	40	41
Small	47	44	38	43	40
	d.f. 8	$X^2 = 3.51$		p .01	

Table 2. (Cont)

5) Methods

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	45	38	39	50	39
Medium	42	29	32	44	33
Small	22	32	34	47	32

d.f. 8 $X^2 = 6.41$ p .01

6) Subject Matter

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	0	0	4	1	3
Medium	0	2	2	1	2
Small	0	5	0	1	1

d.f. 8 $X^2 = 8.30$ p .01

Table 2. (Cont)

7) Institution Centered

Size of School	School and Community Groupings				
	Administrators N = 129	School Board Members N = 125	Community Members N = 655	Teachers N = 1107	Students N = 658
Large	30	28	35	22	33
Medium	24	27	31	22	30
Small	28	29	28	20	28
	d.f. 8	$x^2 = 1.09$		p .01	

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